VECC Health Education
Grade 7
Curriculum Guide 2007

Suggested Time Line How much time will be spent on this learning	**Essential Questions and Content** What will be taught?	**NJCCC Standards** What state standards will be met by these objectives?	**Instructional Objectives** What will the students know or be able to do as a result of this instruction?	**Assessment** What evidence will I collect that demonstrate that the students have achieved the objective?	**Instructional Domain** How will the learning be structured?	**Instructional Activities** What will the students do to achieve the objective?
April & May "A Healthy Environ-ment"	Is the environment we live in healthy and safe? How? Are we doing the things necessary to keep our environment pollution-free? What do you like best about our community? Are there laws and rules that our community should adopt in order to improve it?	**2.1** A: 1-4 E: 1-5 F: 1-7	Lesson 1: Environment counts • Define the environment and identify the components of a healthful environment. • Explain the importance of drug and violence free environment. • Research community laws, which protect the community environment. • Compare and contrast healthful un healthful environments. Lesson 2: Problems with pollution and solutions • Describe ways in which the environment can be polluted. • Explain behaviors, which show respect and responsibility in preventing pollution and cleaning up after pollution. • Identify steps a community can take in creating and maintaining a pollution free environment. • Predict the consequences of not cleaning up or not having the laws to protect the environment. Lesson 3: • Define a community. • Identify the values to produce a safe community. • Set goals for community members, which contribute to creating an emotionally healthful model environment. • Use decision-making steps to determine the things you can do to create a positive emotional environment in your model community. Lesson 4: Community Recourses- Help for renewal • Explain how community resources work together to provide a safe and healthful environment. • Demonstrate the importance of a community philosophy that values its citizens and environment. • Evaluate the resources in yur model community that are available to help with the environment and the emotional well being of the community members.	Students will be assessed through: • Personal participation in classroom and small group discussions • Personal content & organization of Health notebook • Written assignments, projects, and reports - Individual - Group • Unit Tests and Quizzes	Learning will take place through: • Teacher led instruction • Classroom discussions • Group activities • Graphic organizers • Role Playing	Student achievement will take place through: • Outlining of teacher led instruction and taking written notes • Participation in classroom discussions • Brainstorming activities • Charting personal graphic organizers in: o Decision making o Comparing and Contrasting o Predicting Consequences • Researching, reading, analyzing and writing about environmental issues..